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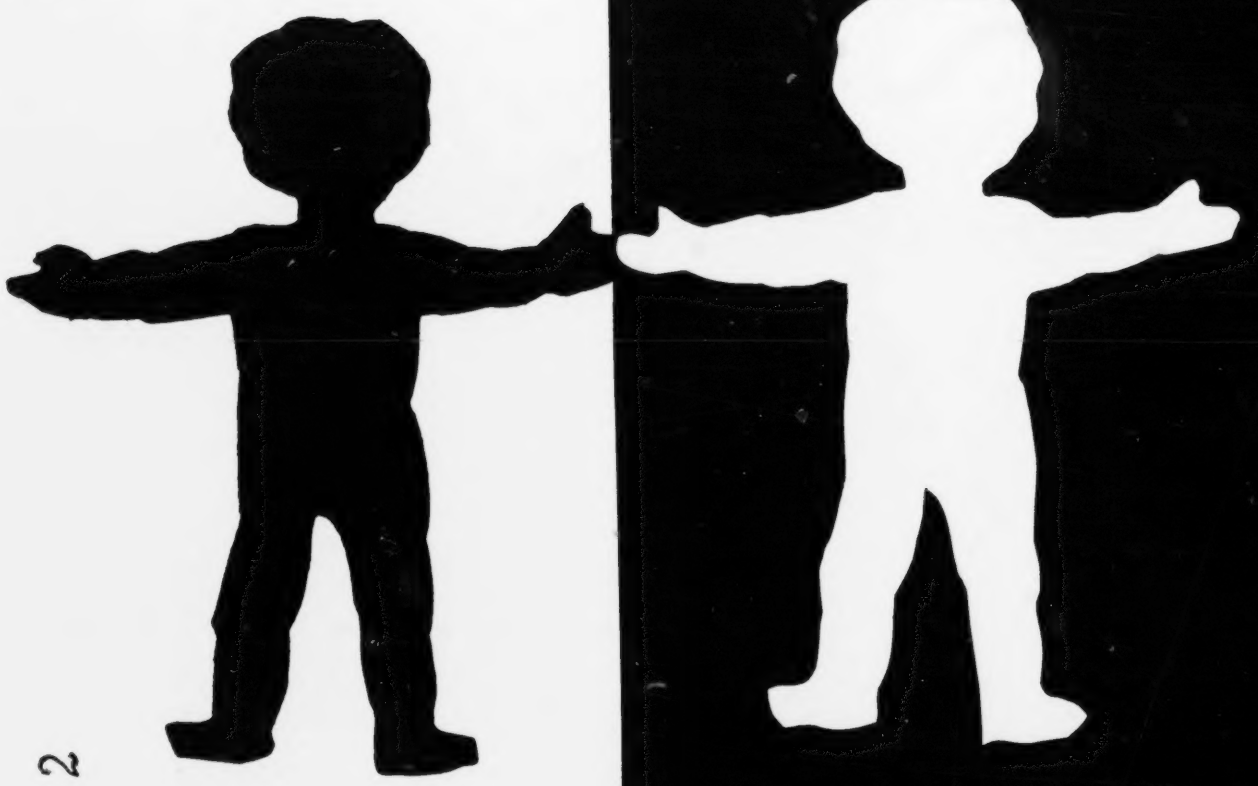
ABSTRACT

Developed during a 1968 summer institute for assisting educators of Evanston, Illinois school District 65 to develop some common understandings about crucial integration issues, this set of instructional materials on "Power to Black Power" forms one of a series of teacher "Unipacs." The specific purpose of this Unipac is to help students understand the concept of power and power structures, and, thus, Black power, ultimately. For full abstract for the teacher Unipac series, see UD 010 461. For another of teacher Unipac series, see UD 010 463. For the Resource Manuals, see ED 036 568-036 573. (RJ)

POWER TO BLACK POWER

A UNIPAC

For the Teacher



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Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

The Unipac Materials Were Developed During
An In-Service Training Program
Which Focused on Assisting Educators of
School District 65 to
Develop Some Common Understandings About
Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

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Project Director

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"Power to Black Power"

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INTRODUCTION OF UNIPAC MATERIALS

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the 1968 Summer Integration Institute focus on furthering understandings about one of the sub-ideas included in the Teacher and Student Resource Manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The Unipac you are now reading includes both sections. Each youngster, though, will receive just the student section. The teacher section provides her with the necessary information to help each child work independently with his Unipac. In contrast, the student section is a self teaching unit for him.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some eighth grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, second or third grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As you implement the use of the Unipac materials, the representative(s) from your building should be invaluable as a resource. Although each Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

The Relationship Between the Unipac and Other Institute Materials

The film shorts and teacher manuals developed during the Institute are geared to furthering the understandings of teachers or other adults about crucial integration issues.* Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

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* A complete description of all the materials developed during the Summer Institute and the rationale for their use may be found in the Introduction to Materials section of each Teacher and Student Resource Manual.

Specific Suggestions for Using Unipacs

1. The Unipacs which were written to accompany a particular Teacher and Student Resource Manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
2. The second teacher in-service training meeting of each month has been scheduled for the purpose of helping the teacher to implement the use of the Unipacs which go with a particular crucial issue. This meeting should be used for small group discussions, department discussions, or subject area discussions to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the Unipac materials.
4. Determine whether the student has the necessary reading and conceptual skills to undertake this Unipac.
5. Give Student Unipac to youngster.
6. Assist him in understanding the pre-test and scoring procedures.
7. Even if the youngster demonstrates good understandings on the pre-tests, it might be helpful to allow him to undertake the Unipac.
8. Encourage independence in utilizing Unipac but be sensitive to the possible difficulties and needs of the student.

9. Have equipment and other needed materials available.
10. Give post-test when youngster has completed Unipac.
11. Provide the opportunity on an ongoing basis for the crucial issue to be an important aspect of the classroom learning of each student.

Concluding Remarks

The utilization of the material in a meaningful way will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that the use of this material in your classroom will be a rewarding experience for you and all of your youngsters.

SECTION I

TEACHER PACKET

IDENTIFICATION PAGE

TITLE:	"Power to Black Power"
PRODUCER:	Marjorie Wheeler
SUBJECT:	Social Studies
PERFORMANCE LEVEL:	Middle Elementary (4th - 5th Grade) or Jr. High School
PURPOSE:	This is an aid in the integration of a school system. This Unipac is designed to help students understand the concept of power and power structures, thus, ultimately, Black Power.
CONSULTANT:	Bobbie Deering
PROJECT COORDINATOR:	Annette Grubman
ARTIST:	Elyse Ruden

INSTRUCTIONS TO TEACHER

I. Instructional Approach: factual presentation

II. Identification of Learners: No prerequisites. Will be the most useful in an integrated school system.

III. Special Instructions:

A. Equipment needed: none

B. Materials needed: none

C. Media needed: none

D. Facilities needed: none

IV. Follow-up Instructions:

A. Suggested quest opportunities: see student section

B. Materials needed for the quest: see student section

C. Suggested subsequent Unipacs:

PRE-TEST -- KEY

1. c

2. c

3. c

4. a

POST-TEST -- KEY
(guidelines)

1. Influence is the power to act on or to affect persons or things.

2. (1) capacity to produce results
   (2) a force of character
   (3) one who is in authority
   (4) energy
   (5) electricity
   (6) influence or control over other people

) some possible answers

3. Power structure -- an organization of people for the purpose of attaining a definite goal.

4. (An example of Black Power that student has seen in a newspaper or a magazine.)

POST-TEST

Instructions: Write your answers to these questions. When you have finished, take your paper to your teacher. She will score it, and tell you if you have successfully completed this Unipac.

1. Write, in your own words, one sentence that explains the word "influence."

2. Identify and write two different meanings of the word "power."

3. Write a paragraph describing power structure according to the definition.

4. State one example of "Black Power" that you have seen in a newspaper or magazine.

SECTION II

STUDENT UNIPAC

To the Student:

This is a set of materials that you may be able to complete without the help of your teacher. The materials explain what you are to do and how you are to complete the lesson.

If you find it difficult to complete the lesson by yourself, ask your teacher to help you.

PRE-TEST

Instructions: In the blank to the left of the question number, write the letter of your choice.

_____ 1. Influence is:

a. having a good idea and putting it into practice.

b. working hard for your mother.

c. power to act on or to affect persons or things.

_____ 2. Power is:

a. working together for a good reason.

b. making up your mind the way you want to.

c. control or influence over others.

_____ 3. "Black Power" is:

a. electrical.

b. the new name for all Negroes.

c. the "pooling" of all forces of black people for the betterment of black people.

_____ 4. Power structure is:

a. an organization of people for a common goal.

b. reasoning with your friends.

c. when people group together for a picnic.

When you have finished this test, take it to your teacher. She will tell you if you need to continue working on this Unipac.

POWER TO BLACK POWER

MAIN IDEA: Black Power has an effect on racial interaction.

Sub-Ideas:

I. Influence is the power to act on or to affect persons or things.

II. Power is the ability to control or have influence over others.

III. Power structure is an organization of people for the purpose of attaining a definite goal.

IV. Black Power is the marshalling of all forces of black people for the betterment of black people.

Behavioral Objectives:

1. You should be able to define, in one sentence, "influence."

2. You should be able to write a sentence defining power. The statement will include all the elements given in the definition in the Unipac.

3. You should be able to describe in writing what power structure means.

4. You should be able to describe "Black Power," including all the elements, according to the definition given in the Unipac. You should give examples from newspapers and magazines.

LESSON I

Sub-Idea: Influence is the power to act on or to affect persons or things.

Behavioral Objective: You should be able to define, in one sentence, "influence."

Read this story and answer the questions following it. Remember "influence" means that a person or thing has power over someone else.

Mary Jane was in her favorite toy store. She was to pick out a birthday present for her best friend, Angie. How could she decide what to buy her?

She knew her friend liked to go swimming in the summer and she had played jump rope games and hop-scotch with her outdoors at school. She knew too that Angie was the best runner in the girls' gym class but all of a sudden Mary Jane jumped for joy. She remembered what Angie had said to her just before Christmas.

"Mother thinks I'm too big for a doll, but I love the baby doll in the window."

Mary Jane ran to the counter of dolls and there was the one she wanted for Angie. Going home, with the doll under her arm, she was glad she had remembered what Angie would like.

1. What did Mary Jane know about her friend?
2. What influenced Mary Jane to buy the doll?
3. Did Angie get the present she wanted?

Did you remember your definition:

Influence is the power to act on or to affect persons or things.

LESSON II

Sub-Idea: Power is the ability to control or have influence over others.

Behavioral Objective: You should be able to write a sentence defining power. The statement will include all the elements given in the definition in the Unipac.

Power can be described in many different ways and in each it can mean different things.

First of all power can be the capacity to produce results, or it can be described as a force of character. Power can also mean one who is in authority, a ruler or governor. Power can be energy that makes a boy or girl run and work and play all day. Again power can be the electricity that makes your lights turn on.

Power can be thought of in terms of influence or control over other people.

. . . . . .

On the next page are six pictures showing different kinds of power. Write down the type of power you think each picture shows.

Picture 1: _____

_____

Picture 2: _____

_____

Picture 3: _____

_____

Picture 4: _____

_____

Picture 5: _____

_____

Picture 6: _____

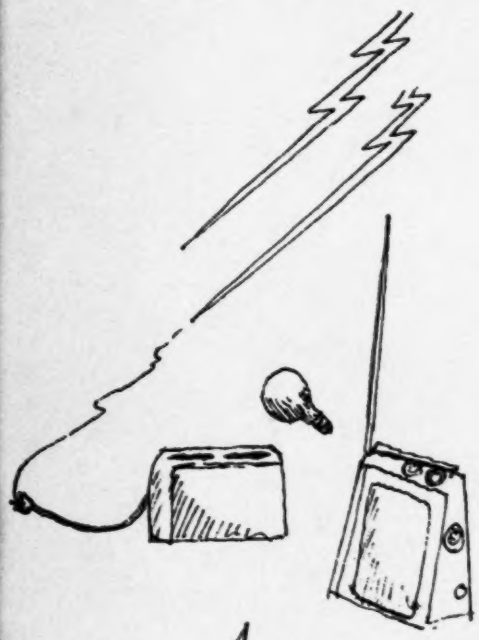
_____

LESSON II (continued)

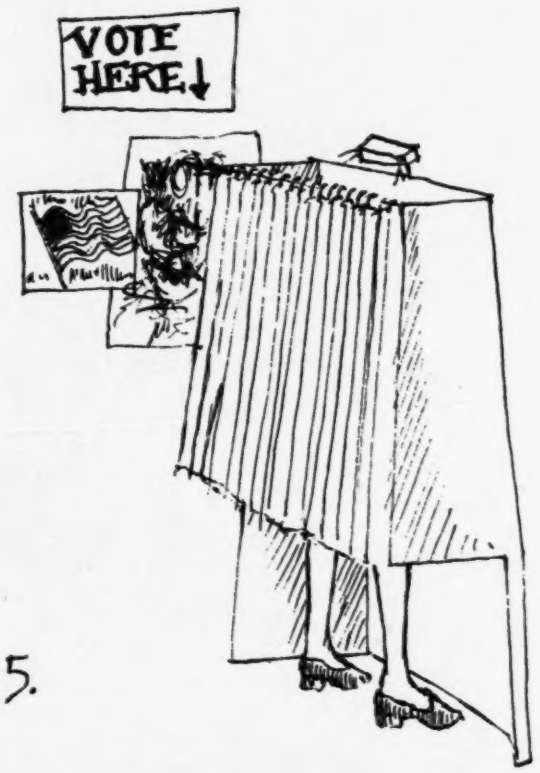
1.

2.

3.



4.



5.

6.

1. Influence or control over other people (store owner over customers).
2. Influence or control over other people (mother over child).
3. One who is in authority (the captain of the ship here).
4. Electricity.
5. Influence or control over other people (your vote has power to place certain people in a political office).
6. One who is an authority (the king over his people) or powerful in producing results.

Now, look at the bottom of this page to see how many you answered correctly. How many did you get right?

If you missed more than one, you should discuss with your teacher the different meanings of "power."

LESSON III

Sub-Idea: Power structure is an organization of people for the purpose of attaining a definite goal.

Behavioral Objective: You should be able to describe, in writing, what power structure means.

Here are five questions for you to read and think about. Circle the proper letter at the end of the question. Think carefully before you answer.

Remember the term "power structure" means an organization of people for the purpose of attaining a definite goal. All of our thinking is built or influenced by the present power structures.

1. Jimmy's house is built with bricks. Sally lives in a white frame house. This has to do with:

   a. power structure
   b. architecture
   c. neighborhoods

2. Our post office is controlled by the United States government. This makes it:

   a. a good place to buy groceries
   b. a part of our power structure
   c. a hard place to find

3. Some poor people pay more money for their groceries in the city than others who live in the suburbs. The cause of this is the fact that:

   a. poor people never shop properly
   b. the grocery man doesn't know how to mark his goods
   c. a power structure exists

4. Jimmy wants to stay up until nine o'clock to see a T.V. program. His mother says he needs to rest and must go to bed. Jimmy's mother is:

   a. a fussy, picky mother
   b. the person who gets him to bed
   c. a type of power structure

LESSON III (continued)

5. Jimmy's friend Willy is a little black boy. Jimmy lives in an all-white neighborhood and wishes Willy would move next door so that they could play together. He knows Willy's father is rich. Willy's move might depend upon:

   a. the power structure of the community
   b. the appearance of the house
   c. the way Willy feels about it.

Now check to see how many you got right. The correct answers are:

1. b
2. b
3. c
4. b
5. a

LESSON IV

Sub-Idea: Black Power is the marshalling of all forces of black people for the betterment of black people.

Behavioral Objective: You should be able to describe "Black Power," including all the elements, according to the definition given in the Unipac. You should give examples from newspapers and magazines.

Here are two stories concerning power. Read each one carefully. Decide which one applies to "Black Power." Remember, "Black Power" is the marshalling of all forces of black people for the betterment of black people.

. . . . . .

"AN AIRPLANE COMPANY"

A group of black people get together and "pool" some of their money.

This means that a portion of the family income is put away for a purpose.

Then they go out and get other interested black people to do the same thing. After a while many people in this community are putting some of their money into the "pool."

Now comes the day when these people have enough money to start a big airplane company of their own.

An airplane company needs many people to run it. It needs a president to run it and many workmen to fill all the orders for airplanes.

This black community has raised all the money now, so they go out and hire other black people to fill the jobs. These people that have been hired can now buy many more things than they could before they had a good job in this company. Because they can buy more food, cars, and T.V. sets, the whole community is helped.

Now remember your definition of Black Power and see if any of it applies to the story you have read. On the next page is another story about power.

LESSON IV (continued)

"THE KING"

Once upon a time there was a very powerful king. He was powerful because he had a great deal of money and a great deal of land. A little boy from this kingdom came to see him and showed the king a beautiful golden box. He said, "Oh, king, if you look inside you will see some beautiful gold pears."

The king's eyes shone with expectation. He took hold of the box with trembling hands and opened it. What he saw were three yellow pears, bruised and soft.

"Send this boy to prison," he said. "I cannot tolerate a liar."

. . . . . .

Now that you have read both stories, answer these questions.

1. Which one shows what "Black Power" is?

_____

2. Which one shows a positive action on the part of a group?

_____

3. Which one shows power for power's sake?

_____

4. In which story were the characters emotional?

_____

5. In which story is there benefit derived from the action that went on in the story?

_____

LESSON IV -- KEY

Look below to see how well you did.

KEY to questions in Lesson IV.

1. "An Airplane Company"
2. "An Airplane Company"
3. "The King"
4. "The King"
5. "An Airplane Company"

You should have written the correct answers to all of these. If you didn't, go back to the beginning of this lesson and review the material.

. . . . . .

I F you now feel that you are ready to take your post-test,

ask your teacher for a copy of

Y O U R P O S T -- T E S T

QUEST ACTIVITIES

1. Find newspapers from at least two different cities. Find articles in each set of papers that show Black Power. Make a scrapbook or a bulletin board of your information.

2. You know what the meaning of Black Power is. Think of a project that you would like to do that would show others the meaning of Black Power.

UNIPAC EVALUATION

Now you are finished with your Unipac; how did you enjoy it?

_____ very much

_____ some

_____ not at all

Did you learn anything about Black Power?

_____ yes

_____ no

What changes would you suggest for this Unipac?

_____

_____

_____

_____

_____

_____

Please return this to your teacher. DO NOT SIGN YOUR NAME.